

Grades 9-12: American Sign Language, Level III

Adopted 2014

American Sign Language, Level III

- 1. Communication. The student communicates in ASL using expressive and receptive communication skills without voice. The student is expected to:** **AIII.1**
 - A. engage in a variety of ASL exchanges of learned material to socialize and to provide and obtain information at an intermediate proficiency level; **AIII.1.A**
 - B. demonstrate an understanding of ASL such as stories, commands, and instructions when dealing with familiar and less familiar topics; **AIII.1.B**
 - C. convey information in ASL using concepts, classifiers, phrases, and sentences to others without voice at the intermediate proficiency level; **AIII.1.C**
 - D. demonstrate appropriate usage of ASL phonology, morphology, syntax, semantics, and pragmatics at the intermediate proficiency level; and **AIII.1.D**
 - E. create and express ASL literature, including handshape stories, that follows traditional cultural features. **AIII.1.E**

- 2. Cultures. The student gains knowledge and understanding of American Deaf culture. The student is expected to:** **AIII.2**
 - A. apply ASL to recognize and use Deaf cultural norms to demonstrate an understanding of the perspectives of American Deaf culture; **AIII.2.A**
 - B. apply ASL to show evidence of appreciation of ASL literature created by the Deaf and how it applies to the perspectives of American Deaf culture; **AIII.2.B**
 - C. apply ASL to show evidence of appreciation of the contributions to arts and sciences by the Deaf and how they are applied to the perspectives of American Deaf culture; and **AIII.2.C**
 - D. demonstrate an in-depth understanding of Deaf history and how it applies to the perspectives of American Deaf culture. **AIII.2.D**

- 3. Connections. The student uses ASL to make connections with other subject areas and to acquire information. The student is expected to:** **AIII.3**
 - A. use resources and digital technology to gain access to in-depth information about ASL and Deaf culture; and **AIII.3.A**
 - B. apply ASL at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas. **AIII.3.B**

4. Comparisons. The student expands insight into the nature of language and culture by comparing the student's own language and culture to ASL and American Deaf culture. The student is expected to: [AIII.4](#)

- A. apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and ASL; [AIII.4.A](#)
- B. apply ASL at the intermediate proficiency level to demonstrate an understanding of the nature of culture through comparisons of the student's own culture and the American Deaf culture; and [AIII.4.B](#)
- C. apply ASL at the intermediate proficiency level to demonstrate an understanding of how one language and culture can influence another. [AIII.4.C](#)

5. Communities. The student participates in the Deaf/ASL community by using ASL. The student is expected to: [AIII.5](#)

- A. apply ASL at the intermediate proficiency level in or out of the school setting through involvement in cultural activities such as attending Deaf events; [AIII.5.A](#)
- B. use technology to communicate with the Deaf/ASL community; and [AIII.5.B](#)
- C. show evidence of becoming a lifelong learner by using ASL at the intermediate proficiency level for personal enrichment and career development. [AIII.5.C](#)